


Course Information

	School of Theology and Christian Ministry CMI3040: Foundations for the Practice of Youth Ministry 3 Units
Fall 2024 September 03 - December 13	
Office Hours: Appointments in Zoom by https://calendly.com/meetwithderekthaylor/30min?month=2024-09	Dr. Derek Taylor
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PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

Students will explore approaches to the discipleship ministries for youth in the local church and parachurch organizations. Students will engage in contemporary research on youth ministry and explore leadership theories pertaining to the work involved. Students will also construct a theology of youth ministry and apply it to a specific youth setting. Additional attention will be given to self-inquiry to develop and apply an individual leadership style. Topics covered include practical theology, youth culture, leadership theory, team building, and youth ministry management. Through understanding these topics, students will heighten their awareness and articulation of their personal philosophy of ministry and leadership as it applies to youth ministry.

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Program Learning Outcomes

1. Interpret scripture evidencing biblical literacy.
2. Articulate clear theological doctrines relevant to Christian life and ministry.
3. Engage the perennial questions of the human condition using resources from philosophy.
4. Apply principles of Christian formation for the practice of ministry.

Course Learning Outcomes

The following student learning outcomes will be met in this course:

1. You will construct and articulate a practical theology of youth ministry.
2. You will describe contemporary research insights involving teenage development and interpret its application to youth ministry.
3. You will develop and engage in a personal research project around your emerging identity as a leader in the context of youth ministry.
4. You will assess and evaluate one's ability to apply theology and philosophy of leadership to a specific ministry setting.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- Haidt, Jonathan. *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. Penguin Press.
- Perry, Aaron; Easley, Bryan. *Leadership the Wesleyan Way: An Anthology for Shaping Leaders in Wesleyan Thought and Practice*. Emeth Press.
- Root, A. (2017). *Faith formation in a secular age*. Baker Academic.
- Root, A. *The End of Youth Ministry? (Theology for the Life of the World): Why Parents Don't Really Care about Youth Groups and What Youth Workers Should Do about It*. Baker Academic.
- Williams, M. R. (2020). *Church in Color: Youth Ministry, Race, and the Theology of Martin Luther King Jr.* Baylor University Press.

Recommended Resource

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Assessment and Grading

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In CMI 3040, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics may include any content that touches on any of the following 18 topics: (1) rape, (2) sexual assault, (3) abuse (physical, sexual, emotional, verbal), (4) child abuse or pedophilia, (5) animal cruelty or animal death, (6) self-injurious behavior (ex. Self-harm, eating disorders), (7) suicide, (8) excessive or gratuitous violence, (9) violence and trauma connected to racism and racial conflict, (10) racial slurs, (11) needles, (12) depiction of pornography (including child pornography), (13) incest (including any and all elements of romantic or sexual relationships between family, tonal in theme, thought, or activity), (14) kidnapping (forceful deprivation of/disregard for personal autonomy), (15) death or dying, (16) pregnancy or childbirth, (17) miscarriages or abortion, and (18) blood.. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of youth ministry and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In CMI 3040 we will cover a variety of topics, some of which you may find triggering. These topics may include any content that touches on any of the following 18 topics: (1) rape, (2) sexual assault, (3) abuse (physical, sexual, emotional, verbal), (4) child abuse or pedophilia, (5) animal cruelty or animal death, (6) self-injurious behavior (ex. Self-harm, eating disorders), (7) suicide, (8) excessive or gratuitous violence, (9) violence and trauma connected to racism and racial conflict, (10) racial slurs, (11) needles, (12) depiction of pornography (including child pornography), (13) incest (including any and all elements of romantic or sexual relationships between family, tonal in theme, thought, or activity), (14) kidnapping (forceful deprivation of/disregard for personal autonomy), (15) death or dying, (16) pregnancy or childbirth, (17) miscarriages or abortion, and (18) blood. Each time I anticipate us covering one of these topics I will give you forenotice. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of youth ministry, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, students may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's

responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](https://pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Assignments at a Glance

- **ASSIGNMENT #1 (15%): Reflection Paper – End of Youth Ministry and Anxious Generation** – Due. Oct. 6, (5-7 pages): In today's rapidly changing world, youth ministries face unique challenges and opportunities. Drawing on the insights from Andrew Root's "The End of Youth Ministry?" and the themes explored in "Anxious Generation," analyze the current state of youth ministry in your community. Consider the following questions to guide your analysis:
 - Contextual Analysis: How do Root's arguments about the purpose and goals of youth ministry resonate with the experiences and expectations of young people in your community? How does this align with or differ from the perspectives outlined in "Anxious Generation" regarding the specific anxieties and challenges faced by today's youth?
 - Theological Reflection: In what ways can the theological insights from "The End of Youth Ministry?" inform a deeper understanding of the role of youth ministry amidst cultural anxieties? How does Root's approach help address the spiritual needs of an anxious generation?
 - Practical Application: Based on your analysis, propose a strategic plan for a real-life youth ministry that addresses the concerns raised in both books. What specific programs or initiatives could be implemented to support young people in navigating their anxieties and fostering deeper spiritual growth? How can the ministry create an inclusive and supportive environment?
 - Evaluation: How will you measure the effectiveness of your proposed ministry strategies in addressing the real-life needs of youth in your community? What feedback mechanisms will you put in place to ensure continuous improvement and alignment with the evolving challenges faced by young people?
- **ASSIGNMENT #2 (15%): Reflection Paper – Faith Formation and Church in Color** – Sunday Night, Nov. 3, (5-7 pages): Drawing on the insights from Andrew Root's "Faith Formation in a Secular Age" and Montague Williams' "Church in Color," critically analyze how contemporary ministry can address the challenges of faith formation within diverse, secular contexts. Consider the following questions as you structure your response:
 - Secular Age Dynamics: How does Andrew Root describe the challenges and opportunities for faith formation in a secular age? Discuss how these concepts can be relevant to a specific real-life ministry situation you are familiar with or interested in.
 - Cultural and Racial Dynamics: Montague Williams explores the intersection of church and culture, particularly focusing on racial and ethnic diversity. How can the themes presented in "Church in Color" be integrated into your understanding of faith formation as presented by Root?
 - Practical Application: Based on the theoretical frameworks and insights from both books, propose a strategic approach for a ministry program that addresses both the secular challenges and the cultural diversities discussed. How would this program help in nurturing a resilient and inclusive faith community?
 - Critical Evaluation: Reflect on potential obstacles the proposed ministry program might face, both from within the church and the wider community. How would you address these challenges to ensure effective faith formation and cultural integration?
- **ASSIGNMENT #3 (15%): Philosophy/Theology of Youth Ministry** – Sunday Night, Nov. 10, (5-7 pages): As you embark on the journey of developing a philosophy and theology of youth ministry, consider

the unique role that youth play in the tapestry of the church and the world. Reflect on the following questions to guide your exploration:

- Purpose and Vision: What do you believe is the fundamental purpose of youth ministry? How do you envision its role within the broader mission of the church?
- Theological Foundations: What biblical and theological principles are most important in shaping your understanding of youth ministry? How do these principles inform your approach to nurturing the faith of young people?
- Cultural Context: In what ways does the cultural context of today's youth impact your ministry? How can your philosophy and theology address the challenges and opportunities present in the lives of young people?
- Relational Dynamics: How do relationships factor into your philosophy of youth ministry? What models of mentorship, leadership, and discipleship do you find most effective?
- Integration with the Church: How can youth ministry be effectively integrated with the life and mission of the wider church community? What steps can you take to ensure that young people feel valued and included?
- Personal Commitment: Reflect on your own journey of faith. How does your personal story shape your vision for youth ministry? What passions or strengths do you bring to this important work?
- Engage with these questions thoughtfully, drawing on scripture, theology, personal experience, and contemporary insights. Your philosophy and theology of youth ministry should not only express your convictions but also inspire and guide practical action in nurturing the spiritual growth of young people. Be sure to use class content in your response, although you need not feel limited to include only this material.

- **ASSIGNMENT #4 (25%): Self-Inquiry & Discovery Action Research Project**

- For this assignment you will engage in an activity for three purposes: (1) to provide value in some way to those you lead in the area of youth ministry (2) to practice integrating your own philosophy of leadership and theology of youth ministry, (3) to learn about and evaluate your own leadership approach. An action research proposal worksheet will be provided to help you prepare. For now, here are some things to be thinking about.
- Research Question: This should address your own personal approach to leadership. You are researching yourself and how you lead. What is something you want to learn about yourself with regard to your leadership? How might you phrase it in a question?
- Summary statement of your philosophy/theology of leadership (a few sentences). How will you apply this to the event/activity you are leading?
- One piece of literature that resonates with their personal Philosophy/Theology of Leadership in a spiritual and/or holistic manner that might influence your project.
- What will be the “activity/action” of your Action Research project? What will you lead? (i.e., a youth event, fundraiser, a bible study, youth volunteer staff meeting, student ministry)
- Who will be the group participants in your Action Research project? (i.e., members of x church, church staff at x church, students in x ministry)
- When/Where will this take place?
- How is this project useful to you? To those you are leading? In what ways will your philosophy/theology of leadership emerge? How will your philosophy/theology of leadership drive your leadership action?
- How will you gather feedback about your leadership? Your philosophy/theology of leadership? Who will be your two sources of feedback beyond yourself and your participants? You should have one of each of these Feedback Sources:
 - Organizational: Someone who works with the organization.
 - Interpersonal: Someone who knows you and your values.
 - Personal: How do you plan to engage in personal reflection throughout the project?
- The final presentation will also include the results of your focus and the feedback collected in video form. You can select any or all of the content you might create throughout the course to include in your final video presentation as visual aids. The only items you will turn in are the Action Research Proposal (a worksheet I will provide) and your final video. The class will share and watch each other's videos and give feedback.

- **ASSIGNMENT #5 (15%) – Attendance and Participation** – This is an experience and discussion-based course. Attendance and Participation are key and therefore required. The official PLNU attendance policy applies here but in addition, part of your points will come from your attendance and the degree to which you participate in class. Physical presence is not the only presence that matters. Occasionally, small assignments or quizzes may be assigned during class. If so, they will fall into this category for grading purposes.
- **ASSIGNMENT #6 (15%) - Reading Journals OR Final** – You as a class will decide. Part of leading, especially youth ministry, is making hard decisions with others. You as a class will decide on whether you will submit reading journals in preparation for each class each week or have a final exam. If you choose reading journals – you will be required to write 300 words by midnight the night before each class, reflecting on the reading assignments for that day. If you choose final exam, you will be held accountable for this material in one comprehensive final on final exam day. If it becomes clear that the reading is not being done in preparation for the class, the instructor reserves the right to change this decision, and utilize the reading journal activity, should the class choose the final.

Week 1 (Sept 3 & 5):

- Syllabus / Lollipop Moments and Youth Ministry
- Youth Ministry, The Good, The Bad, The Ugly

Week 2 (Sept 10 & 12):

- Tuesday: From Programs to Transformation / Measuring for Impact
- Thursday: Youth Ministry and its Discontents: The Search for Meaning - *The End of Youth Ministry?* by A. Root - Chapters 1-5

Week 3 (Sept 17 & 19):

- Tuesday: Beyond the Bubble: Engaging Culture and Context - *The End of Youth Ministry?* - Chapters 6-10
- Thursday: Reframing Youth Ministry: From Programs to Transformation - *The End of Youth Ministry?* - Chapters 11-15

Week 4 (Sept 24 & 26): - Gone – Virtual Lecture

- Tuesday: The Anxious Generation: A New Reality for Youth - *The Anxious Generation* by J. Haidt - Chapters 1-3
- Thursday: The Rewiring of Childhood: Social Media and Mental Health - *The Anxious Generation* - Chapters 4-6

Week 5 (Oct 1 & 3):

- Tuesday: The Rise of Individualism and the Decline of Community - *The Anxious Generation* - Chapters 7-9
- Thursday: Navigating the Anxious Landscape: Strategies for Resilience - *The Anxious Generation* - Chapters 10-12
- **ASSIGNMENT #1 DUE: Reflection Paper – End of Youth Ministry and Anxious Generation – Sunday Night, Oct. 6.**

Week 6 (Oct 8 & 10):

- Tuesday: Faith in a Secular Age: Rethinking Faith Formation - *Faith Formation in a Secular Age* by A. Root - Chapters 1-3
- Thursday: The Challenge of Meaning and Belonging - *Faith Formation in a Secular Age* - Chapters 4-6
- Notes for Success: You should have selected a place to do your action research project by now – again, between Nov. 17 and Dec. 5. Set up a meeting with me if you need help.

Week 7 (Oct 15 & 17):

- Tuesday: Cultivating Authentic Connection - *Faith Formation in a Secular Age* - Chapters 7-9.
- Thursday: Wrap Up - *Faith Formation in a Secular Age* - Chapters 10-11
- The Church and Racial Justice: A Dialogue Begins - *Church in Color* by M. R. Williams - Chapters 1 & 2

Week 8 (Oct 22 & 24):

- Tuesday: The Church and Racial Justice: A Dialogue Begins - *Church in Color* by M. R. Williams - Chapters 1 & 2
- Thursday: The Theology of Martin Luther King Jr. and Youth Ministry - *Church in Color* - Chapters 3 & 4

Week 9 (Oct 29 & 31):

- Tuesday: Racial Reconciliation and the Gospel - *Church in Color* - Chapters 5 & 6
- Thursday: Navigating Difference and Building Bridges - *Church in Color* - Chapters 7 & 8
- **ASSIGNMENT #2 DUE: Reflection Paper – Faith Formation and Church in Color – Sunday Night, Nov. 3.**

Week 10 (Nov 5 & 7):

- Tuesday: Introduction to Wesleyan Thought and Leadership - *Leadership the Wesleyan Way* by A. Perry & B. Easley - Chapters 1-3
- Thursday: The Principles of Wesleyan Leadership - *Leadership the Wesleyan Way* - Chapters 4-6
- **ASSIGNMENT #3 DUE: Philosophy/Theology of Youth Ministry – Sunday Night, Nov. 10.**

Week 11 (Nov 12 & 14):

- Tuesday: Developing Leaders for the Church - *Leadership the Wesleyan Way*- Chapters 7-9
- Thursday: Spiritual Formation and Leadership Practices - *Leadership the Wesleyan Way*- Chapters 10-12
- **ASSIGNMENT 4a DUE: Action Research Proposal Due – Sunday Night, Nov. 17. Action Research Proposal Form is a One Page Document Giving the Details concerning your Action Research Project (i.e., research question, philosophy of leadership, feedback plan, project plan and purpose, leadership book selection).**

Week 12 (Nov 19 & 21):

- Tuesday: The Wesleyan Tradition and Contemporary Challenges - *Leadership the Wesleyan Way* - Chapters 13-15
- Thursday: *Leadership the Wesleyan Way Chapters 16-18* / Action Research Proposal Working Class Session.

Week 13 (Nov 26 & 28):

- Tuesday: *Leadership the Wesleyan Way*- Chapters 19-21
- Thursday: Thanksgiving Break

Week 14 (Dec 3 & 5):

- Tuesday: *Leadership the Wesleyan Way* - Chapters 22-24/ Youth Ministry Special Topics/ Project Help
- Thursday: *Leadership the Wesleyan Way – Chapters 25-27* / Youth Ministry Special Topics/ Project Help

Week 15 (Dec 10 & 12):

- Tuesday: *Leadership the Wesleyan Way* / Chapters 28-30 / Youth Ministry Special Topics/ Project Help
- Thursday: *Leadership the Wesleyan Way/ Chapters 31-32* / Youth Ministry Special Topics/ Project Help
- **ASSIGNMENT 4b DUE: Final Action Research Project due by Tuesday, Dec. 10 by 11:59pm.**

WEEK 16 (Dec. 19).

- Tuesday: Youth Ministry Special Topics/ Project Help
- Thursday: Final Exam Day / Watch Videos in Class/ Feedback Session